

East Tennessee State University

## Digital Commons @ East Tennessee State University

---

Undergraduate Honors Theses

Student Works

---

5-2022

### Collaborative Teaching and Inclusion in Northeast, TN

Sherianne Pigeon

Follow this and additional works at: <https://dc.etsu.edu/honors>



Part of the [Accessibility Commons](#), [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), [Elementary Education Commons](#), [Higher Education and Teaching Commons](#), [Secondary Education Commons](#), and the [Special Education and Teaching Commons](#)

---

#### Recommended Citation

Pigeon, Sherianne, "Collaborative Teaching and Inclusion in Northeast, TN" (2022). *Undergraduate Honors Theses*. Paper 730. <https://dc.etsu.edu/honors/730>

This Honors Thesis - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Undergraduate Honors Theses by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

**Collaborative Teaching and Inclusion in Northeast, Tennessee**

Sherianne Elizabeth Beach Pigeon

Department of Special Education, East Tennessee State University

April 15, 2022

### **Abstract**

Collaborative teaching is a commonly used, research-based method to support inclusion of students with disabilities in the general education classroom. However, there is a lack of research describing current teachers' experiences with and perceptions of collaborative teaching and inclusion. Results from a survey disseminated to teachers in Northeast TN school systems revealed that 64.3% of respondents have either never co-taught a class or have co-taught only one or two classes. Additionally, respondents agree that collaborative teaching is beneficial to support inclusion, enhance delivery of instruction, improve teacher relations and improve classroom management. However, teachers expressed collaborative teaching is more burdensome to teachers than is helpful to students. Limitations of this study, implementations for practice, and suggestions for future research are also described.

## **Collaborative Teaching and Inclusion**

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) states, “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.” This means the team supporting a student with a disability has the legal obligation to determine and justify what supports are necessary to allow a student with a disability to be educated alongside their peers without disabilities. Schools must make available a range of placement options to meet each individual student’s needs. When determining special education placement, the team has to carefully examine the setting and what supplementary aids and services (i.e., the least restrictive environment; LRE) are needed to support a student in achieving positive outcomes. Often times, LRE is interpreted to mean full inclusion. Inclusion is the philosophy of educating students of all abilities together providing equal access to opportunities and resources for individuals such as those with disabilities who might otherwise be excluded.

One evidence-based practice commonly used in schools today to support educating students in their LRE is collaborative teaching, often implemented in the form of co-teaching (Friend & Cook, 2017). In co-teaching, trained professionals (often one general education teacher and one special education teacher) work together in the same setting, usually the general education classroom, to teach all students in the class (Friend & Cook, 2017). Co-teaching has been shown effective in teaching all students because general education teachers have expertise and knowledge in the curriculum (Tennessee Department of Education, 2018), while special education teachers have specific training to work with students with disabilities (Friend & Cook, 2017). As required by IDEIA, professionals who work with children with disabilities must receive high-quality training, both in preservice education and further professional development,

to support students' growth academically and functionally (2004). This training is designed to provide professionals the knowledge of scientifically based strategies they need to serve students with disabilities in schools (IDEIA, 2004). As students with disabilities learn in the general education classroom, general education teachers and special education teachers need preparation to work with one another to serve all students.

Today, approximately 64% of students with disabilities spend 80% or more of their time in general education classrooms with their non-disabled peers (U.S. Department of Education, NCES, 2021). However, the literature suggests there is a lack of training in preservice teacher programs. Furthermore, numerous studies show general education preservice teachers do not feel prepared to work with students with disabilities or to collaborate with special education teachers. However, little research presents the perceptions and experiences of current teachers in our school systems.

### **Literature Review**

Using grounded theory, Pratt (2014) investigated the impact of collaboration strategies on co-teaching relationships to overcome challenges and become effective in their teaching. The study was performed among five co-teaching teams in an urban, Eastern Iowa school system. Pratt observed and interviewed ten teachers, including each partner in the co-teaching relationships (2014). This study on collaborative teaching revealed teachers can overcome the challenges of co-teaching and effectively establish a strong collaborative relationship with one another (Pratt, 2014). While results of this study are promising, it is important to note this study evaluated experienced co-teachers who were deemed effective in their teaching. Therefore, not providing a clear picture of various teachers' (e.g., new teachers, seasoned teachers) experiences.

Overall, a gap has been identified in the research regarding current teachers' perceptions and experiences with collaborative teaching to support inclusion.

Furthermore, research shows teacher preparation programs in the United States often do not prepare students well for collaboration to support collaborative teaching and inclusion. Allday et al., (2013) performed a Carnegie classification to select universities to investigate the level of training these programs provided for the following categories: characteristics of disabilities, teaching, inclusion, and management of students with disabilities. The study was performed among the elementary teacher training programs in 109 universities across the United States (Allday et al., 2013). Findings revealed, out of all of the special education training categories evaluated, students spent the least time learning about collaboration with an overall average of 0.19 credit hours (less than 1 seat hour in a 14-week course) dedicated to collaboration in each preservice program (Allday et al., 2013). Training for inclusion averaged 1.12 credit hours (about 3 seat hours in a 14-week course), amounting to 1.9% of their total coursework in education (Allday et al., 2013). These statistics reveal a shortage of training for both collaboration and inclusion in elementary education programs. Generalization of the results to the broader special education and secondary education training programs is limited due to the focus on elementary education programs.

If both general and special education preservice teachers need to collaborate as future teachers, collaboration skills are necessary topics in universities. Weiss et al. (2015) conducted a participatory action research study to evaluate how a course on collaboration between special and general education teachers impacted the preparation of preservice teachers for collaboration. Researchers noted special education preservice teachers are required to take one course focused on collaboration, however, general education preservice teachers did not have this requirement.

As a result, Weiss and team developed an integrated course in a mid-Atlantic public university to a group of K-12 general and special education preservice teachers in which they modeled co-teaching practices (2015). Throughout the project, the research team learned that faculty in both special and general education teacher programs needed to spend more time working together to align and implement student goals in these programs (Weiss et al., 2015).

In another study on a preservice teacher education program, Young (2011) observed the impact of the physical and social space of the program on the program's goal of providing inclusive training for general and special education students. The study took place among elementary education and special education students in a combined credential program (CCP) in a Northern Californian University. Young's work revealed the program separated the general and special education preservice teachers' programs, undermining its mission to teach education students about inclusion by combining these groups of students. The researcher noted the separation of leadership for the program, not the physical space, may have caused the lack of preparation for inclusion. Interestingly, the author also explained the separation of programs at the university level reflected the separation of general and special education constructs in the state and federal level (Young, 2011).

This permeated separation destabilizes inclusion practices after preservice teacher education (Young, 2011). This study examined only one university, making its sample size limited for generalization. Overall, the separation of students in current education programs, along with the lack of training in collaboration, seems to hurt education students' preparation for inclusion and collaboration in the school system.

Preservice teachers' perceptions on inclusion vary, but they commonly express a hesitancy for inclusion, which potentially reveals a lack of preparation in their programs.

McHatton& McCray (2007) conducted a survey to discover how a class on inclusion of students with disabilities in general education classes impacted the perceptions of elementary education majors (EEMs) and secondary education majors (SEMs). The environment of the study was a course designed to prepare preservice teachers for inclusion of students with disabilities in the general education classroom (McHatton& McCray, 2007). Results showed the majority of SEMs disagreed students with disabilities should be educated in the general education classroom, while the EEMs generally supported inclusion (McHatton& McCray, 2007). Although, both groups supported exceptions of inclusion for students with certain disabilities (McHatton& McCray, 2007).

Preservice special education teachers' perceptions on collaborating with general education teachers vary in definition but have common themes. Hamilton-Jones & Vail conducted a qualitative case study where they reviewed course material and interviewed preservice teachers to gain an understanding of preservice teachers' perceptions and beliefs regarding collaboration in a school setting (2014). Results revealed most of the study participants experienced co-teaching models in their school settings as the primary model of instruction (Hamilton-Jones & Vail, 2014). The participants described that teachers' collaboration improved student success, provided individualized instruction, and gave greater academic support to students (Hamilton-Jones & Vail, 2014).

McHatton& Parker (2013) conducted a longitudinal study to investigate the impact of a program designed to train both special and general education students in co-teaching, collaboration, and special education practices on their opinions on inclusion. The study was performed among elementary education and special education preservice teachers in a metropolitan university in Southeast United States (McHatton& Parker, 2013). Results conveyed



special education students saw inclusion as less cumbersome to teachers, while the elementary education students' confidence toward inclusion increased over time (McHatton & Parker, 2013). While this study is limited due to its small sample size, generally, this study revealed general education students can greatly benefit from specific courses on inclusion, due to the increase in confidence as reported by the elementary education students in this study.

Although extensive research has been conducted revealing the lack of preparation for inclusion and collaboration among preservice teachers, few studies have examined current teachers' perceptions of and experiences with collaborative teaching between general and special educators. Therefore, the purpose of this research is to understand current teachers' perceptions and experiences with collaborative teaching to inform future teacher preparation programs and to support current teacher development. Specifically, this study examined the perceptions and practices of both general and special education teachers in the school systems of Northeast Tennessee. Below are the research questions that guided the study:

*Research Question 1:* How do teachers perceive collaborative teaching?

*Research Question 2:* What are these teachers' experiences with collaborative teaching?

### **Methodology**

A twenty-one-question survey, using the Likert scale, was digitally developed for the purposes of this study to determine the respondents' perspectives on collaborative teaching. Survey questions were adapted from a survey by McHatton and McCray (2007) about general education preservice teachers' attitudes about inclusion. Each statement addressed a concept related to collaborative teaching or inclusion in the classroom, of which the respondents could choose their level of agreement to the statement, with five choices: Strongly Agree, Somewhat Agree, Neither Agree or Disagree, Somewhat Disagree, and Strongly Disagree.

Each school system disseminated the survey to teachers in elementary, middle, and high schools. While there were roughly 1,266 teachers in the targeted counties, we are unable to calculate the total number of teachers in which the survey was disseminated due to relying on administrators to send the survey to their teachers. This limited our ability to calculate response rate. We selected districts in Northeast TN, based on their prominence and size in the in the region. We sent an email to administrators with a link to the survey in October 2021 asking to disseminate to all teachers (i.e., general and special education). Participants were provided approximately a month and a half to respond to the survey. A reminder to complete the survey was sent after a few weeks to solicit more responses.

Descriptive statistics were used to describe the sample of participants responding to the survey, the experiences with collaborative teaching models, and teachers' perceptions of the use of collaborative teaching models. Next, the data were organized based on each survey question and average response to each question was calculated. There were 86 total respondents who consented to the survey. Any respondents who did not complete more than 75% of the questions (e.g., demographics only) were removed, leaving 56 respondents who completed over 75% of the questions.

## **Results**

A total of 56 survey responses were analyzed. Of the 56 respondents, 50 were female, 5 were male, and one respondent preferred not to answer. Table 1 describes the demographic data accumulated from the respondents. Overall, there was a much higher rate of female respondents (i.e., 89.3%). Numerous respondents (67.9%) had several years of experience (i.e., 11 or more years). Additionally, results indicated a relatively even number of respondents from each level of

teaching, although more high school level teachers responded to the survey when compared to other teaching levels.

**Table 1**

***Survey Demographics***

<b><i>Measure</i></b>	<b><i>Item</i></b>	<b><i>Count</i></b>	<b><i>Percentage</i></b>
Gender	Male	5	8.9%
	Female	50	89.3%
	Not Identified	1	1.8%
Experience (Years)	0-5	11	19.6%
	6-10	7	12.5%
	11-15	15	26.8%
	16-20	6	10.7%
	20+	17	30.4%
Position	General Ed	27	48.2%
	Special Ed	20	35.7%
	Other	9	16.1%
Level	Elementary	15	26.8%
	Middle	18	32.1%
	High	23	41.1%

***Research Question 1: How do teachers perceive collaborative teaching?***

We categorized questions and calculated the average responses to the questions grouped in each category (see Appendix). In regards to questions related to collaborative teaching, results indicated teachers somewhat agreed that collaborative teaching is generally effective. Teachers also somewhat agreed that collaborative teaching gives all students more support in the classroom when compared to traditional teaching methods. Additionally, most teachers responded they somewhat agree that collaborative teaching is enjoyable.

When asked if collaborative teaching is good for teacher relations most respondents agreed. However, respondents also somewhat agreed that collaborative teaching is hard. Overall, teachers were neutral in their response regarding whether collaborative teaching is worth it (i.e., responded they neither agree nor disagree that collaborative teaching is worth it).

In relation to questions about inclusion, respondents somewhat to strongly agreed that collaborative teaching is good for including students in the general education classroom. Most teachers somewhat agreed that collaborative teaching is better for inclusion overall. Additionally, teachers somewhat agreed that inclusion is a good practice. Teachers strongly agreed that collaboration directly supports inclusion. Also, teachers responded that they strongly agreed they participate in inclusive practices like providing accommodations and modifications for students. It is important to note most teachers agreed or somewhat agreed collaborative teaching makes all students feel supported (i.e., no teacher strongly disagreed). Additionally, most respondents agreed or strongly agreed with the help of experienced teachers, support services and special equipment, students who have special needs can do well in a general classroom environment.

**Research Question 2: What are these teachers' experiences with collaborative teaching?**

Tables 2 and 3 describe the demographic data collected regarding collaborative teaching. The majority of teachers have either never co-taught a class or have only co-taught one or two classes (i.e. n=36; 64.3%). Additionally, 23.2% (n=13) of teachers have co-taught between three and eight classes. A small number of teachers, however, have co-taught nine or more classes (i.e., n=7; 12.5%).

**Table 2**

*Classes Co-Taught*

<i>Measure</i>	<i>Item</i>	<i>Count</i>	<i>Percentage</i>
<i>Number of Classes Co-taught</i>	<i>0</i>	<i>20</i>	<i>35.7%</i>
	<i>1-2</i>	<i>16</i>	<i>28.6%</i>
	<i>3-4</i>	<i>8</i>	<i>14.3%</i>
	<i>5-6</i>	<i>4</i>	<i>7.1%</i>
	<i>7-8</i>	<i>1</i>	<i>1.8%</i>
	<i>9+</i>	<i>7</i>	<i>12.5%</i>

Regarding collaborative teaching models, most respondents had some experiences with collaborative teaching models (see Table 3). A very high percentage of teachers, 78.6% (n=44), have used the One Teach, One Assist model of collaborative teaching. On the other hand, a very low percentage of teachers, 8.9% (n=5), have used the Parallel Teaching model. Lastly, we found a relatively even number of teachers have experienced the other four models, ranging from 28.6% (n=16) to 37.5% (n=21).

**Table 3**

*Co-Teaching Models Used*

<i>Measure</i>	<i>Item</i>	<i>Count</i>	<i>Percentage</i>
<i>Usage per Co-Teaching Model</i>	<i>One Teach, One Observe</i>	<i>21</i>	<i>37.5%</i>
	<i>One Teach, One Assist</i>	<i>44</i>	<i>78.6%</i>
	<i>Alternative Teaching</i>	<i>17</i>	<i>30.4%</i>
	<i>Parallel Teaching</i>	<i>5</i>	<i>8.9%</i>
	<i>Station Teaching</i>	<i>16</i>	<i>28.6%</i>
	<i>Teaming</i>	<i>19</i>	<i>33.9%</i>

### Discussion

Understanding teachers' experiences using collaborative teaching models and their perceptions on engaging in this type of instruction provides insight into the landscape of inclusive practices in schools. This study revealed many respondents surveyed are engaging in collaborative teaching practices because they feel it supports inclusion of students with disabilities in their classrooms and has a positive impact on overall classroom management and delivery of instruction. However, respondents in this survey also feel collaborative teaching practices are burdensome for teachers and may not have the return on investment expected (i.e., improving student outcomes).

## **Limitations**

This study does come with some limitations. One limitation is response rate cannot be accurately calculated. This study relied on administrators in the school systems to disseminate the survey directly to their teachers, limiting our ability to track the total number of teachers who received the invitation to participate.

Additionally, we had a relatively small number of complete responses (i.e., over 75% of completed questions). Out of 86 responses, only 56 respondents completed 75% or more of the questions, which left a total of only 65.1% responses being complete. Due to the small sample size of our study, the teachers' perceptions presented may not accurately represent all schools' and teachers' perceptions both inside and outside of Northeast Tennessee.

## **Implications for Practice**

Results of this study concluded that collaborating with other teachers is often hard. In fact, this study indicates the majority of respondents are not even engaging in collaborative models. Previous studies show preservice teachers do not spend much time learning about collaboration (Allday et al. 2013; Weiss et al., 2015) or collaborating with fellow students in other preservice programs (Young, 2011), which could lead to the lack of collaboration once they are in schools.

Other reasons for lack of collaboration is teachers have limited time in their day and taking time to plan is a challenge. Challenges with planning may also stem from difficulty working with other teachers. Sometimes teachers are just not compatible, (e.g., different philosophies of teaching, disagreement about appropriate methods or even differing personalities). Having diverse perspectives regarding how to approach instruction can make it hard to collaborate.

Another reason could be teachers have not received sufficient training for collaboration in their pre-service training programs. As Allday et al. (2013) discovered, only 0.19 of all credit hours were dedicated to teaching collaboration in a large pool of universities' special education programs across America. Given that teachers perceive collaboration is hard, then proper supports are needed to help teachers (a) develop relationships, (b) share information with a purpose, (c) co-plan with partnering teachers or related service providers, and (d) define roles and responsibilities in the classroom including shared vision and teaching objectives and joint accountability.

One potential solution would be for schools to create Teacher Support Teams (TSTs). This structure would help teachers come together as peers to collaborate and support one another in problem solving (Hontvedt et al., 2019). If teachers do not have enough time to plan with other teachers, then maybe a portion of the day could be set aside for all teachers to plan and collaborate with one another.

Respondents in this survey also expressed collaborative teaching can be more burdensome for them than it is helpful to students. To support implementation of collaborative teaching models, it is beneficial for school administration to support interdisciplinary teams. A team approach provides a greater accumulation of expertise and experience contributing to meaningful results. Additionally, teams help to distribute the workload so that any single individual is not burdened with planning and monitoring implementation efforts. Finally, teams promote sustainability for the implementation of evidence-based practices (Kitleman, Goodman et al (2021).

In addition, for teachers to see the benefit of collaborative teaching models for students, they must engage in continuous improvement cycles. Continuous improvement requires teachers

(general education, special education) and other involved in instruction (e.g., related service providers) to meet regularly to systematically plan, test, evaluate, and adapt ongoing implementation of collaborative teaching methods (Kittleman et al., 2021).

In addition to schools and districts, preservice training programs also have a role in ensuring teachers are prepared to collaborate. Lack of preparation and practice collaborating with other teachers in preservice programs could lead to ill-prepared teachers who, in turn, do not feel they have the knowledge and skills need to co-teach classes. Concepts such as teaming and continuous improvement cycles that support teachers in the implementation of effective practices such as co-teaching should be emphasized in teacher preparation programs. Opportunities should be provided not only to acquire the knowledge regarding the different collaborative teaching models, but also opportunities to build fluency in the skill.

### **Implications for Future Research**

While results of this study are informative, future exploration is needed to better understand the needs of teachers and to provide more context for some of the responses in this survey (e.g., why teachers do not feel it is worth the effort). More research is needed on the effects of the specific collaborative teaching models to help teachers determine when it is appropriate to use the varying models. It is recommended, future research focus on the effects of each collaborative teaching model with various groups of students (e.g., ages, disability, race/ethnicity, gender identify) across curricular areas (e.g., academics, behavior, social emotional skills) to decide which method maximally benefits each group of students and what student outcome areas. Implementation of collaborative teaching models should be carefully evaluated to ensure fidelity in practice.



Additionally, further research can be conducted to compare perceptions and experiences with collaborative teaching in new (years 0-8) and experienced (years 9-20+) teachers. This could give insight into how the varied preservice training over the years impacts these specific groups in the field. Further research could also be conducted to understand what training is effective to teach preservice teachers about collaborative teaching. For example, are specific courses about collaboration and co-teaching more effective than solely practice with collaboration and co-teaching in the field during student teaching? Or is a combination of specific course and collaborative practices during student teaching more effective?

### **Conclusion**

In conclusion, research supports collaborative teaching as effective models of instruction for students with disabilities. It will be important to assist teachers in understanding the impact of collaborative teaching on student outcomes to continue to reduce the research-to-practice gap. Because teachers perceive these strategies are burdensome, to ensure each collaborative teaching method is implemented with fidelity, it will be important for school leadership teams to develop a school community that encourages teachers to work in interdisciplinary teams. Also important is the need for pre-service programs to increase the amount of instruction on knowledge and skills needed for teachers to work collaboratively to improve student outcomes.

## References

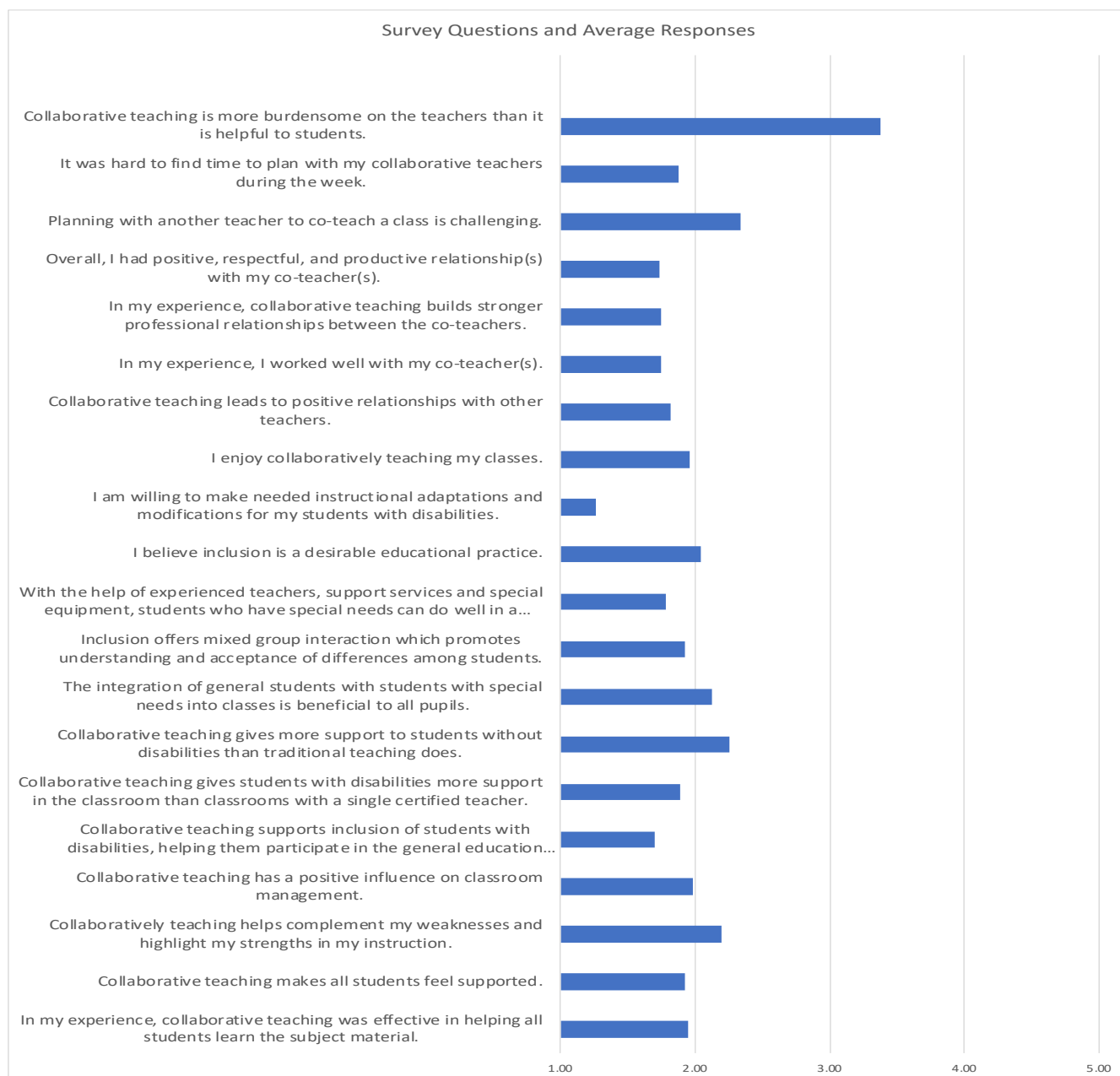
- Allday, R. A., Neilsen-Gatti, S., & Hudson, T. M. (2013). Preparation for inclusion in teacher education pre-service curricula. *Teacher Education and Special Education, 36*(4), 298-311. <https://doi.org/10.1177/00888406413497485>
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). Wiley.
- Friend, M., & Cook, L. (2017). Co-teaching. In A. C. Davis & A. Santamaria (Eds.), *Interactions: What's new in special education* (8th ed.) (pp. 156-183). Pearson Education.
- Hamilton-Jones, B. M., Vail, C. O. (2014). Preparing special educators for collaboration in the classroom: Pre-service teachers' beliefs and perspectives. *International Journal of Special Education, 29*(1), 76–86.
- Hontvedt, Silseth, K., & Wittek, A. L. (2019). Professional collaboration in teacher support teams: A study of teacher and nurse educators' creative problem-solving in a shared space for professional development. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2019.1665098>
- Individuals with Disabilities Education Improvement Act of 2004, P. L. No. 108-446, 20 U.S.C. § 1400 sec. 602 (34).
- Kittleman, A. Goodman, S. & Rowe, D. A. (2021). Effective Teaming to Implement Evidence-Based Practices. *TEACHING Exceptional Children, 53*(4), doi: 10.1177/0040059921993020
- Kittleman, A. Rowe, D. A., McIntosh, K. (2021). Using improvement cycles to improve implementation of evidence-based practices. *TEACHING Exceptional Children, 54*(2), 92-94. doi: 10.1177/00400599211060053

- McHatton, P. A., & McCray, E. D. (2007). Inclination toward inclusion: Perceptions of elementary and secondary education teacher candidates. *Action in Teacher Education*, 29(3), 25-32. <https://doi.org/10.1080/01626620.2007.10463457>
- McHatton, P. A., & Parker, A. (2013). Purposeful preparation: Longitudinally exploring inclusion attitudes of general and special education pre-service teachers. *Teacher Education and Special Education*, 36(3), 186–203. <https://doi.org/10.1177/0888406413491611>
- Pratt, S. M. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and Teacher Education*, (41), 1-12. <https://doi.org/10.1016/j.tate.2014.02.006>
- Tennessee Department of Education. (2018, August). Special education framework. [https://www.tn.gov/content/dam/tn/education/special-education/framework/sped\\_framework.pdf](https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf)
- U.S. Department of Education, National Center for Education Statistics. (2021). Digest of Education Statistics, 2019 (NCES 2021-009), Chapter 2
- van Steen, T., & Wilson, C. (2020). Individual and cultural factors in teachers' attitudes towards inclusion: A meta-analysis. *Teaching and Teacher Education*, 95, 103127. <https://doi.org/10.1016/j.tate.2020.103127>
- Weiss, M. P., Pellegrino, A., Regan, K., & Mann, L. (2014). Beyond the blind date: Collaborative course development and co-teaching by teacher educators. *Teacher Education and Special Education*, 38(2), 88-104. <https://doi.org/10.1177/0888406414548599>

Young, K. S. (2011). Institutional separation in schools of education: Understanding the functions of space in general and special education teacher preparation. *Teaching and Teacher Education*, 27(2), 483-493. <https://doi.org/10.1016/j.tate.2010.10.001>

## Appendix

### Survey Questions and Responses



*Note:* 1.00 = Strongly Agree, 2.00 = Somewhat Agree, 3.00 = Neither Agree or Disagree,

4.00 = Somewhat Disagree, 5.00 = Strongly Disagree